

From the Editors

This issue of *Reading in a Foreign Language* marks the end of our 9th year as an online journal at the University of Hawai‘i. As we have gained experience with this format, we have learned some of its advantages and disadvantages, mostly advantages. One advantage is that the Internet allows the luxury of not worrying about the print cost of paper. This is particularly important in this issue as there are six articles, plus reviews and our regular autumn feature.

This is the second issue in the use of *pdf* formatted articles alone rather than including articles in *html* format as well. As we explained in the previous issue, this change simplifies the formatting work that was previously required, and makes the articles a bit less subject to plagiaristic abuse. We make our semi-annual request that those readers of *Reading in a Foreign Language* who have not yet subscribed to become subscribers at no cost. Subscribers have the option of being notified through e-mail as soon as each new issue is released, but can opt not to receive this information if they wish. We keep all subscriber information confidential. We ask you to subscribe because it will assist us in continuing to obtain institutional support for the journal, keeping it free of charge. So, please take a few moments to fill out the brief [subscription form](#) for *Reading in a Foreign Language*.

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We would like to have your feedback to the articles; please feel free to contact us with your reactions, comments, and suggestions.

In this issue*Articles*

Jason Kok Khiang Loh reports on his investigation of teacher modeling in an extensive reading program in Singapore.

Ying-Hsueh Cheng and Robert L. Good discuss the impact of glossing in L1 on reading comprehension and vocabulary retention.

Joseph H. Bochner and Anne M. Bochner examine the extent to which printed text might serve as a source for language acquisition in learners with limited phonological knowledge of the spoken language.

Sang-Ki Lee presents the results of his research on the role of topic congruence in reading comprehension.

Kimi Kondo-Brown reports on her investigation of teaching both heritage language students and foreign language students in single-track upper-level university courses.

Glenn Ole Hellekjær discusses his study of the academic English reading proficiency of Norwegian undergraduate and graduate students.

Reviews

Bong-gi Sohn reviews *Literacy Research for Political Action and Social Change*, edited by Mollie V. Blackburn and Caroline T. Clark.

Heike Neumann reviews *Teaching ESL/EFL Reading and Writing* by I. S. Paul Nation.

Feature

The feature, “Readings on L2 Reading: Publications in Other Venues,” presents references through 2008-2009.